**State, ACT, and Common Core Standards Alignment**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| **Standard 1.0 Media, Techniques and Processes**  **Students will understand and apply media, techniques, and processes.**  CLE 1.4 Analyze, synthesize, and evaluate the application of media, techniques, and processes used to solve visual art problems.  (through the study of art vocabulary, reflective writing,  and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Standard 2.0 Structures and Functions**  **Students will use knowledge of both structures and functions.**  CLE 2.1 Demonstrate an understanding of the elements of art and the principles of design.  CLE 2.2 Critique organizational components (structures) and expressive qualities (functions) of a work of art.    (through the study of art vocabulary, reflective writing,  and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Standard 3.0 Evaluation**  **Students will choose and evaluate a range of subject**  **matter, symbols, and ideas.**  CLE 3.3 Analyze selected ideas in a work of art.  (through the study of art vocabulary, reflective writing,  and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Standard 4.0 Historical and Cultural Relationships**  Students will understand the visual arts in relation to history and cultures.  CLE 4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.  (through the study of art vocabulary, reflective writing, and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Standard 5.0 Reflecting and Assessing**  **Students will reflect upon and assess the**  **characteristics and merits of their work and the**  **work of others.**  CLE 5.1 Reflect on the characteristics and merits of their work and the work of others.  CLE 5.2 Evaluate artworks in order to understand various interpretations.  CLE 5.3 Assess artworks and their meanings by using a variety of criteria and techniques.  (through the study of art vocabulary, reflective writing,  and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Standard 6.0 Interdisciplinary Connections**  **Students will make connections between visual arts and other disciplines.**  CLE 6.1 Examine the correlation of materials, technologies, processes, and terminology used in visual art with those used in other disciplines.  CLE 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.  (through the study of art vocabulary, reflective writing,  and written four-step critiques of artwork) | **Organization, Unity, and Coherence**  Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems  **Sentence Structure and Formation**  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  **Conventions of Usage**  Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives  **Conventions of Punctuation**  Delete commas that create basic sense problems (e.g., between verb and direct object) | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or  opposing claims, and create an organization that establishes clear  relationships among claim(s), counterclaims, reasons, and evidence.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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